

11-6-2002

CWU Faculty Senate Minutes - 11/06/2002

Nancy Bradshaw

Follow this and additional works at: <http://digitalcommons.cwu.edu/fsminutes>

Recommended Citation

Bradshaw, Nancy, "CWU Faculty Senate Minutes - 11/06/2002" (2002). *Faculty Senate Minutes*. 502.
<http://digitalcommons.cwu.edu/fsminutes/502>

This Meeting Minutes is brought to you for free and open access by the CWU Faculty Senate Archive at ScholarWorks@CWU. It has been accepted for inclusion in Faculty Senate Minutes by an authorized administrator of ScholarWorks@CWU. For more information, please contact pingfu@cwu.edu.

MINUTES

CENTRAL WASHINGTON UNIVERSITY

FACULTY SENATE REGULAR MEETING MINUTES: November 6, 2002

<http://www.cwu.edu/~fsenate>

Presiding Officer: Michael Braunstein

Recording Secretary: Nancy Bradshaw

Meeting was called to order at 3:10 p.m.

ROLL CALL:

Senators: All Senators or their Alternates were present except

Visitors: Rich Corona, Don Nixon, Wendy Rittreiser, Carolyn Wells

CHANGES TO AND APPROVAL OF AGENDA: The agenda was approved as amended: The Faculty Salary Base Report may be delayed due to the fact that the presenter, Bill Bender, may be late to the meeting.

APPROVAL OF MINUTES: The minutes of the October 9, 2002, Faculty Senate meeting were approved as amended: In the provost report add the statement, "The provost informed Senators that there would be no funding this year for faculty merit."

COMMUNICATIONS: (Available for viewing in the Senate Office or distribution on request)

No communications.

REPORTS:

A. ACTION ITEMS:

Chair

Motion No. 02-66 (Adopted): "Ratify George Drake, English, as a member of the Faculty Senate Academic Affairs Committee, replacing Robert Benton, English."

Motion No. 02-67 (Adopted): "Ratify Phil Backlund, Communication, as a member of the Faculty Senate Ad Hoc Evaluation of Instruction Committee, replacing Terry Martin, English."

Faculty Senate General Education Committee

Motion No. 02-68 (Adopted): "Revisions to the General Education Program attached as Exhibit A."

B. DISCUSSION ITEMS:

1. **CHAIR:** 1. Chair Braunstein indicated that the Faculty Senate Salary Administration Board (SAB) has requested that a faculty performance review process be conducted this year for all tenure and tenure-track faculty. Chair Elect CannCasciato will discuss the rationale for this process during his report. Even though there will be no funding for merit, the SAB would like to go through the process in order to assist the committee in distributing the \$400,000 identified for faculty salaries this year. 2. Chair Braunstein reminded Senators that the Faculty Forum titled "Collective Bargaining: The Decision-Making Process" will be held at 3:10 p.m., Wednesday, November 13, in Barge 412. Through a DE connection, forum participants will also be able to listen and interact from CWU Lynnwood Center 306, CWU SeaTac Center 117, and CWU Main Campus Science 142. The forum will be broadcast on Channel 58 and a video-tape of the forum will be produced and made available in the CWU library. The intent of the forum is to provide a place to begin discussing the process and providing information needed to make a decision whether or not Central faculty would like to engage in collective bargaining. The focus of the forum will be on the decision making process. Any other issues related to collective bargaining will be discussed at future forums. President McIntyre and a representative of the United Faculty of Central (UFC) will present brief remarks. Following the remarks, a 4-individual panel will be available to answer questions regarding the process of collective bargaining. 3. Chair Braunstein provided an update on motion no. 02-64 that was adopted at the October 9, 2002 Faculty Senate meeting. The motion authorized the Senate Executive Committee to conduct an early election of adjunct and unrepresented Faculty Senators. He indicated that ballots would be sent from the Senate either at the end of this week or beginning of next week. The goal is to have the new Senators in place by the December 4, 2002 Faculty Senate meeting.

2. **CHAIR ELECT:** 1. Chair Elect CannCasciato explained to Senators why the SAB wants the process of merit to go forward even though there is no funding. The committee requested this because faculty need an on-going measured record of productivity and meritorious accomplishments that can be used by the SAB in the continued implementation of the faculty salary equity process. The hope is that the SAB will work on this process for at least 4 years and that this information will be useful in awarding salary increases. This year the SAB will use the results of the merit process as a criteria in considering how to distribute the \$400,000 identified for faculty salaries. Chair Elect CannCasciato indicated that the final SAB recommendation will be sent to faculty as an informational item. He asked Senators to contact him with any questions or concerns regarding the process. Senator Čuljak, a member of the SAB, further indicated that another reason the SAB is requesting that the merit process go forward is that there are several years in the past when the merit process was not conducted. Therefore, there are no meritorious records available for those years. CannCasciato stated that the university's process for merit will be used for this process. He further stated that a third of the funds will go towards professional career performance and 2/3 will go towards departmental adjustments. The SAB is looking at a time period of September to September, the timeline recommended by the Faculty Senate Executive Committee last year. He noted that the money targeted for this year's faculty salary increases was received from internal reallocations and not the legislature. There was some concern expressed at mixing the merit process with the faculty salary inequity process. Other concern's expressed was to ask faculty to go through the detailed process with no tangible award attached. Senator Donahoe asked how many items in the SAB report have actually become policy and used in the process of increasing faculty salaries? Braunstein replied by stating that under the SAB there has only been one partial process, which was conducted last year. A report on that process has been prepared and can be found on the web at <http://www.cwu.edu/~fsenate/2001SABReport.html> >. He further indicated that this is the first year the entire process will be completed. Senator Schaefer stated that there is more than one kind of salary inequity, professional and departmental, and that they are two separate issues. The professional component of the process is evident. What process is being used to address the departmental component? CannCasciato said that CUPA is a departmentally-based standard. Senator Nethery had concerns as to whether a merit process could be conducted, in light of the Faculty Code. Senator Lewis was concerned about what accomplishments could go into future merit applications, if this year's process were considered a merit process, yet no funds were distributed. CannCasciato said he would make sure the Code Committee could address those concerns.
3. **PRESIDENT:** 1. President McIntyre briefly reviewed the results of the recent Washington State elections. She indicated that at this time it is hard to tell what effect the result of the elections would have on Central in terms of what legislators, Democrat or Republican, would chair various committees. There could be problems if Referendum Bill 51, Transportation Financing, fails, which would keep transportation as a priority. McIntyre stated that the state budget shortfall continues to grow and that the budget will be tight regardless of the outcome of the election. 2. President McIntyre referred to the distasteful photograph in last weeks Observer that has raised a legitimate reason for concern. McIntyre stated that the publishing of the photo was irresponsible in a number of ways but that student newspapers have first amendment rights as do other newspapers. Freedom of the press does hold some responsibility. She believes that the issue can become a teaching opportunity. The way newspapers receive feedback is through letters to the editor and she urged faculty to submit any concerns to the Observer's editor.
4. **PROVOST:** 1. The provost informed Senators that the Faculty Salary Base Report has been submitted to the Faculty Senate and the Senate Budget Committee will be presenting it later in the meeting. 2. The Provost stated that after working with faculty sabbatical leaves for the second year in a row, he is surprised at the small number of applications from faculty. There were 9 requests this year and 14 available in the budget; he encouraged faculty to apply. It was noted that faculty in some areas are hard to replace, which makes a hardship for departments. Soltz indicated that he would be willing to take funding for replacements under consideration. 3. Provost Soltz informed Senators that the provosts of the six baccalaureate institutions met last Friday. Budgetary issues were one of the topics discussed at the meeting. Two institutional collaborative principals resulted from the discussion; 1) Provide our students with the best possible education. The issue of core funding was introduced; funding FTE at a higher level. Institutions fall below the mean of peer institutions for funding per FTE. 2) Provide catch up money for the approximately 3400 students served beyond the state funding. Central will serve 552 FTES beyond its funding. The concept of core funding may not go over well during this budget year, but institutions feel it is important to begin the discussion. The provost indicated that this is a somewhat new and unified process for Washington State but believes it will be more effective when the economy turns around.
5. **FLEXIBLE SPENDING ACCOUNTS:** Rich Corona, Vice President for Business and Financial Affairs, and Wendy Rittreiser, Retirement Plan Administrator, presented information regarding the new flexible spending accounts (FSA). In almost every case, the cost of employee contributions to medical plans is increasing this year. This plan was created to help offset the increased cost of those medical plans. A Flexible Spending Account is an IRS

approved, tax-free account. Employees authorize per-pay-period deposits to their FSA from before-tax salary. As employees incur eligible expenses, they request a tax-free withdrawal from the account. It was stressed that employees will lose any funds remaining in the account after December 31 of each year. A pilot program is being conducted at Western Washington University, Central Washington University and the University of Washington. The pilot program will begin January 1, 2003. Enrollment in this program must be completed before November 30, 2002 to begin calendar year 2003. More information including enrollment and claim forms can be found at the following address: <http://www.cwu.edu/~hr/benefits/FSA/fsa.htm>

6. **SALARY BASE REPORT:** Bill Bender, Chair, Faculty Senate Budget Committee, presented the 2002 Faculty Salary Base Report attached as Exhibit B. He stated that during the last few years the Faculty Senate Budget Committee has met with the provost to review the faculty salary base. The data presented in this report shows information for the past 3 – 4 years. Bender stated that the base is defined as all monies in the budget that go toward faculty salaries. Each year the base is adjusted based on allocations for promotions, merit, grievances, etc. The increases this last year include promotion money, equity funding (\$108,000 distributed by the SAB last year), a little over \$8,000 for scale adjustment (change the top end of scale from 33 to 33.3), \$7,000 for settlement of grievance and \$6,000 for retention funding. A balance of approximately \$123,000 remains in a faculty salary adjustment pool; the difference between the money given for promotion and the \$250,000 the president sets aside each year. Past practice has been that \$250,000 is set aside for faculty promotions. Relatively few faculty have been hired and fewer promotions received that has created the \$123,000 balance in the pool. Bender indicated that it is prudent to have a salary pool to draw from as issues arise. Last year faculty did receive a merit and salary increase, but other position changes did take money from the base, which left just a slight increase to the base. Bender explained that the state calculates average faculty salary by using full-time and tenure-track faculty excluding phased retirees. The provost provided data broken down to salary by rank. This data is broken down between professor, associate professor and assistant professor. There was a small increase in the averages over the year. The median shows a variance in the data for a professor that drops a little, due to the retirement of senior professors. Bender indicated that the \$450,000 allocated by the provost will go into the salary base next year (\$400,000 for salaries, \$50,000 for benefits). He concluded by stating that the Budget Committee would like to be included in future discussions regarding the faculty salary base.
7. **SENATE CONCERNS:** Chair Elect CannCasciato brought forward a concern from a faculty member regarding faculty reimbursement for summer thesis hours attached as Exhibit C. Provost Soltz is currently in the process of reviewing this issue. He has found that there are variations among the colleges and variations among the departments within the colleges as to how compensation is being paid for summer thesis hours. The deans have been charged with creating data within their units that show what faculty have earned and what they have been paid or haven't been paid. He stated that departments need to compensate according to the Code. If it is determined that it is beyond a fiscal reality to compensate according to the Code, then that issue must also be addressed. Soltz indicated that some department chairs feel that department budgets won't allow for compensation to the level of the Faculty Code; other Chairs feel reimbursement agreements have been made with their department faculty. Data should be received and compiled by the end of fall quarter or early winter quarter.

Senator Schaefer expressed a concern regarding the interdisciplinary program template that was distributed to various departments for comment. Provost Soltz explained that the template was approved by the Academic Affairs Council before being distributed to the departments. The modified document will be distributed to the entire faculty for comment. The intent is to develop a standard university policy to address interdisciplinary programs and an attempt to create some kind of base budget for interdisciplinary programs.

Senator Lori Braunstein expressed a concern regarding the ITAM curriculum that was not passed during last year's Faculty Senate session. She explained that at the January 30, 2002 Senate meeting the administration asked the ITAM department, at the last minute, to place their proposals on the table even though the department had followed the correct curriculum procedures. An ad hoc committee was to be formed to address the issues that each of the 4 academic colleges had regarding the curriculum proposals. At the May 29 Senate meeting, the provost was asked for an update on the ad hoc committee. At this time, according to the Senate minutes, he explained the charge of the committee and named the committee members. He further stated that the goal was to have a report to the Senate by the end of fall quarter so that programs would be in a position to be offered by Fall 2003. Braunstein then asked the provost to give a report regarding this issue at the December 4, 2002 meeting. Provost Soltz agreed to give an update at the December meeting.

Senator Cant expressed a concern regarding the recent changes in the Immigration and Naturalization Service (INS). He explained that the College of Business has appointed a number of international faculty. A simplified version of the system is that a tenure-track professor is issued a series of nine-month contracts for six years with each nine-month contract being a new contract. Cant further explained that upon receiving the job at Central, the

university applied on his behalf to the INS allowing him to work in this country giving him a three-year window of ability to work regardless of the issuance of so many contracts. However, since September 11, 2001, the INS process has changed. As a result the faculty members recruited from outside the United States receive a nine-month visa rather than a three-year visa. Consequently, these faculty will have to leave the U.S. after nine months; and even if summer employment is obtained, another visa will have to be purchased at an extra cost to the faculty member of approximately \$300 - \$400 and will only cover those two months during the summer. In the past special consideration has been given to universities because of their unusual circumstances. Because of the number of faculty recruited from outside the country, there is a fear that this new policy may negatively impact the university's faculty growth in the future. He asked if the university will take a position on the matter. Provost Soltz answered by stating that various national groups are looking at this issue. It is a unified effort to try to resolve this issue that doesn't guarantee a solution. This also impacts Central's international students. Soltz stated that he would report to the Senate as information becomes available.

Senator Nethery asked about the decision to move the merit process from the early calendar year to fall quarter? Chair Braunstein explained that the request was made by the Faculty Senate Executive Committee for several reasons. 1) Funds designed for merit and salary increases come from the legislature. The legislative sessions typically run until late spring or early summer. It is problematic for faculty to prepare merit files with no determination as to whether a monetary award will be associated with their evaluation. By moving the process to fall quarter, ample time will be given to make this determination. 2) Another rationale is that there was a feeling that since the academic year begins in the fall, it makes better sense for new faculty to complete an entire academic year before being evaluated in the merit process. If merit files are prepared in January it gives essentially only one quarter to prepare documents for the process. It also gives continuing faculty additional time to include any work done during the summer. It was felt that these issues combined provide a case to move the merit evaluation process to fall quarter. Senator Nethery then asked if we could assume that there were no funds available this past academic year to address the issue of merit. The answer is yes. Provost Soltz added a comment, that although the new process will benefit the faculty, it will be an administrative nightmare in creating the need to generate up to three faculty transaction forms. However, he felt that there were enough advantages to the new process that it was worth the extra workload. The actual workload could become another issue in the future.

Chair Braunstein reminded Senators that Senate Concerns can be submitted to the Executive Committee prior to Faculty Senate meetings. This makes it possible to address concerns at the Senate meeting.

8. **STUDENT REPORT:** Student Senator Uberti distributed a copy of the newly modified ASCWU Online Course Reflections. Student Senator Harris stated that the student senators would like to present a newly modified ASCWU Online Course Reflections (course evaluation). The intent is to retain or craft open communicative relationship with the Faculty Senate regarding Central's course evaluations and where students are at in the process of creating those evaluations. Further, students would like to garner some input from the Faculty Senate so that legitimate evaluations are created and hopefully an evaluation that is supported from all areas of campus. In the past this may have been perceived as contentious, but that is not student's intent. Our intent is to have open dialogue and present something to faculty of value. The proposal consists of the following: 1) four main points as to why to evaluate in general, 2) touch on other successful programs, 3) discuss the reality of past ASCWU evaluations and 4) discuss the benefits of growing. Senators were asked to review the proposal and forward comments to the ASCWU by E-mail ascwu@cwu.edu or call 963-1693. Further discussion will take place at the December 4, 2002 Senate meeting.

9. FACULTY SENATE STANDING COMMITTEE REPORTS

Academic Affairs Committee: Senator Donahoe, Chair of the Academic Affairs Committee, reported that the committee has met and is reviewing the charge and recommendations made at a 1997 Faculty Senate meeting regarding the newly formed Faculty Senate Academic Affairs Committee.

Budget Committee: Bill Bender, Chair of the Budget Committee, reported that the committee will be meeting with Rich Corona at a November meeting. The topic of the meeting is *The Budget Process*.

Code Committee: John Alsoszatai-Petheo is this year's Code Committee Chair. The next meeting is Friday, November 8, 2002.

Curriculum Committee: Senator Čuljak, Chair of the Curriculum Committee, reported that the committee is in the process of revising the curriculum transmittal forms. It is taking longer than expected in order to make the forms as user friendly as possible without using PDF format.

Development and Appropriations: No report.

Faculty Legislative Representative: No report.

General Education: No report.

Personnel Committee: No report.

Public Affairs Committee/Council of Faculty Representatives: Chair Elect CannCasciato, Chair of the Public Affairs Committee reported that the committee met today for the first time. The next meeting of the Council of Faculty Representatives (CFR) is Friday, November 15, 2002. The Public Affairs Committee plans to meet after the CFR meeting and present a report at the December Senate meeting.

OLD BUSINESS: No old business.

NEW BUSINESS: No new business.

ADJOURNMENT: The meeting adjourned at 4:50 p.m.

*****NEXT REGULAR FACULTY SENATE MEETING: December 4, 2002***
BARGE 412**

General Education Program

General Education Program Mission, Rationale, and Student Outcomes Statement and Goals

The general education program offers our undergraduate students a liberal arts education in order to cultivate thoughtful and responsible, an education intended to help them become liberated, or free, persons able to make informed and enlightened choices, and citizens, prepare them for the world of work, and teach them to pursue knowledge for its own sake. In order to accomplish those broad goals, the general education program seeks to promote effective reasoning, broad and deep learning, and the inclination to inquire. We assume that a free and liberally educated person has the following:

basic competence in reasoning and communication;

Effective Reasoning

A comprehensive liberal education helps students to develop their abilities to recognize and to think clearly about important issues and questions. The ability to think clearly involves fluency in reading, writing, and oral communication, as well as mastery of the basic principles of logical, mathematical, and scientific reasoning.

an awareness of the wide range and variety of human knowledge, scientific, humanistic, and artistic, including an awareness of at least some of the best that the human spirit has yet achieved;

a sense of the interconnectedness of knowledge;

Broad and Deep Learning

A liberally educated person should possess a rich and broad fund of meaningful knowledge as well as the ability to compare and integrate new or different areas of knowledge in fruitful ways. To that end, the general education curriculum imparts a broad understanding of the various liberal arts and sciences and the ways that those arts and sciences evolve. In much the same way, the curriculum aims to foster an appreciation of diversity as a rich source of new ideas and opportunities for learning. Through such studies, students comprehend the interconnectedness of knowledge and the importance of integrating knowledge gained from disparate parts of the curriculum.

a critical awareness of the ways in which knowledge is discovered and created;

a sense of the ways in which knowledge must and does evolve;

The Inclination to Inquire

An education in the liberal arts fosters a student's commitment to seek out and acquire important knowledge and skills, both for the intrinsic value of this knowledge and skills and for the good they contribute to our common and individual lives. For this reason, a disposition to ask incisive and insightful questions is perhaps the surest sign of a liberally educated mind.

The general education requirement offers a basic knowledge of mathematics and the natural sciences, including laboratory experience, intermediate knowledge of at least one foreign language, the study of the humanities, the political, philosophical, and cultural history of world civilizations, and the foundations and principles of American society.

*This mission statement is informed by the standards promulgated by the American Academy for Liberal Education and by CWU's Mission Statement.

To these ends our general education program holds our students responsible for a high level of competency in the basic skills of reading, writing, speaking, and reasoning; it exposes them to a broad sampling of the range and variety of human knowledge and of the ways of knowing; and it attempts to instill a critical awareness of human knowledge and of its relationship to the human condition.

General Education Program Goals {Placed in section 5-11 of the *Central Washington University Policies Manual* by the Faculty Senate at its meeting on May 29, 2002.

1. Students will become thoughtful and responsible members of society and stewards of the earth.
2. Students will respect diversity of background, experience, and belief, and will value the different perspectives that this diversity brings.
3. Students will achieve fluency in reading, writing, oral communication, and information technology.
4. Students will master the basic principles of logical, mathematical, and scientific reasoning.
5. Students will develop an appreciation of the breadth and depth of scientific and humanistic knowledge.
6. Students will develop a sense of the interconnectedness of knowledge.
7. Students will integrate knowledge from diverse fields of study in order to solve real-world problems.
8. Students will become aware of the manifold ways that knowledge evolves.
9. Students will develop a disposition to ask incisive and insightful questions.

The following section (course criteria) was revised and moved to section 5-11 of the *Central Washington University Policies Manual* by the Faculty Senate at its meeting on May 29, 2002.

Course Criteria

Each general education course is expected to help our students to an informed and critical appreciation of the best and most valued creations of the human spirit. Each course is expected to engage the students in two different realms of knowledge:

The first realm can be called received knowledge, the accepted, standard, and conventional knowledge of the methods and matter of the field represented by that course.

The second realm can be called critical knowledge, which results from the critical examination of the field's received knowledge. This critical examination is from two main perspectives:

- i. _____ the criticism of the field's received knowledge as viewed against the nature of knowledge and truth in general;
- ii. _____ the criticism of the field's received methods and matter as viewed against the current human experience.

Each course is expected to address the following questions concerning received and critical knowledge:

1. _____ What are the received methods and matter of the field?

How do practitioners in this field do their work? What skills and methods of reasoning define proficiency in this field? What skills and methods of communication are esteemed? What are the received informing principles of the field? What are some of the field's key findings and key works? Who are some of the field's esteemed figures?

2. _____ What is the critical knowledge of the field?

How was, and is, the knowledge defined, validated, and challenged? How can this field illuminate, and be illuminated by, the current human experience in all its diversity?

Rationale:

The proposed General Education Program Mission Statement was crafted by the General Education Committee starting in Spring of 2002, and approved in final form on October 25, 2002. The final version incorporates faculty comments solicited by e-mail last spring and at the General Education Program Faculty Development Workshop this fall. It has been available in draft form on the committee's web page since May 2002.

The proposed mission statement is based primarily on two sources: CWU's current University Mission Statement, and guidelines suggested by the American Academy for Liberal Education (aale.org).

The proposed mission statement:

- Reflects nationally recognized standards
- Articulates the goals of the General Education Program
- Minimizes jargon
- Is more easily understood by students and faculty
- Has been recognized as "more meaningful" than the current statement by faculty reviewers
- Will facilitate the committee's further efforts to improve the General Education Program

Exhibit B

MEMORANDUM

TO: Faculty Senate

FROM: David Soltz, Provost/Senior Vice President for Academic Affairs

DATE: November 1, 2002

COPIES: J. McIntyre, President's Cabinet, Academic Affairs Council, Academic Department Chairs Organization, Budget Office

SUBJECT: Faculty Salary Base

Section 8.30 of the Faculty Code calls for a yearly report to the Faculty Senate conveying information related to faculty salaries. This report conveys information related to the faculty salary base, the average salary of the university's tenured and tenure-track faculty, the disposition of all funds authorized and appropriated for faculty salaries, and funds paid to faculty from all sources. In response to requests voiced by faculty, I have included the mean and median salary for tenured and tenure-track faculty by rank in addition to providing the average salary of the university's tenured and tenure-track faculty as required by Section 8.30 of the Faculty Code.

Faculty Salary Base

The faculty salary base is the sum of the budget lines of tenured, tenure-track, and full-time-non-tenure-track faculty plus adjunct lines and phased retirees in the 2002-2003 baseline budget. The 2002-2003 faculty salary base at Central Washington University equals \$21,801,010. This reflects an increase of \$323,551 over the faculty salary base of 2001-2002, which totaled \$21,477,459. A 1.5% increase although the state allocated no new funds for salary increases for 2002-2003.

**Average Salary of the University's
Tenured and Tenure-Track Faculty**

The average faculty salary of the university's tenured and tenure-track faculty can be computed two ways. One approach includes only tenured faculty and tenure-track faculty but not phased retirees. The second approach includes tenured faculty, tenure-track faculty, and phased retirees. Both figures are reported below.

- ♦ The average salary in Fall 2002 of the tenured and tenure-track faculty, excluding phased retirees is \$54,328.
- ♦ The average salary in Fall 2000 of the tenured and tenure-track faculty including phased retirees is \$54,038.

The HECB uses a third method of computing the average faculty salary for its yearly report to the legislature. That report also identifies a national percentile ranking for Washington's universities and The Evergreen State College. The HECB has used data from the Integrated Postsecondary Education Data System (IPEDS) reports. This data measures a different set of faculty from those used to compute the average salaries reported above.

The annual salary survey conducted by the U.S. Department of Education collects data regarding full-time instructional faculty. That set includes full-time tenured and non-tenured faculty, including lecturers. Faculty not included in the IPEDS data are (a) tenured and non-tenured faculty in positions less than full time, (b) librarians holding faculty rank, (c) coaches, and (d) exempt administrators with tenure. The table below reports the average faculty salary for the comparable set of faculty reported to IPEDS for Fall 1997, 1998, 1999, and 2001. The IPEDS faculty survey was cancelled for Fall 2000. The reporting method used for Fall 2000 was the American Association of University Professors (AAUP) faculty compensation survey. The AAUP collected faculty salary data in the same format as the previous IPEDS data.

Fall 1997	\$43,619
Fall 1998	\$44,666
Fall 1999	\$49,268 (48,939)*
Fall 2000 (AAUP)	\$50,978
Fall 2001	\$51,803

*Beginning with Fall 1999, faculty in International Studies and Programs were added to the list of faculty reported to IPEDS. Adding the International Studies and Programs full-time faculty creates an average faculty salary of \$48,939.

Mean and Median Salary of the University's Tenured and Tenure-Track Faculty by Rank

In response to requests for measures other than average salary, the mean and median salary for tenured and tenure-track faculty by rank included in the IPEDS data is provided in the tables below.

	CWU Mean Salary, Fall 2001	CWU Mean Salary, Fall 2002
Professor	\$61,991	\$62,268
Associate	\$50,903	\$52,057
Assistant	\$43,821	\$44,591

	CWU Median Salary, Fall 2001	CWU Median Salary, Fall 2002
Professor	\$60,120	\$59,535
Associate	\$49,365	\$49,860
Assistant	\$43,434	\$43,857

Disposition of All funds Authorized and Appropriated for Faculty Salaries

Table 1, on the next page, reports the adjustments to the faculty salary base from the 2001-2002 faculty salary base. The Budget Office currently estimates benefits for new full-time faculty positions at 28 percent and benefits for new part-time faculty positions at 10 percent. When additional funds are allocated to existing positions, the Budget Office estimates the need for an accompanying increase to the benefits pool of 16 percent. In Table 1, the figures reported as "adjustments to salaries" (column 2) represent funding added or deleted from the existing salary lines in the baseline budget. Therefore, the benefits column (column 3) in Table 1 reports 16 percent of the amount showing on each line in column 2.

Progress has been made toward achieving the intent of Section 8.46 D of the Faculty Code through the equity distribution of \$125,319, including benefits, to increase the faculty salary base during 2001-2002. An additional \$450,000, including benefits, has been set aside for distribution according to the Salary Administration Board procedure during 2002-2003.

Table 1
Faculty Salary Base Report (2002-2003)
Central Washington University

	Salaries	Adjustments to Salaries	Estimated Benefits	Total
	<i>(Excluding Benefits)</i>	<i>(Excluding Benefits)</i>	<i>(Additions to Benefits Pool - - Equals 16 Percent of Adjustment to Salaries)</i>	<i>(Salary Plus Estimated Benefits)</i>
a) 2001-2002	<u>\$21,477,459</u>			
Across the Board		\$0	\$0	\$0
b) Promotions		70,099	11,216	81,315
Merit		0	0	0
c) Equity (using CUPA Benchmarks)		108,034	17,285	125,319
d) Scale Adjustment		8,367	1,339	9,706
e) Grievances		7,227	1,156	8,383
f) Retention Funding		5,940	950	6,890
g) Faculty salary adjustment pool		123,884	19,821	143,705
Administrative Stipends		<u>0</u>	<u>0</u>	<u>0</u>
Sum of Changes		323,551	51,768	375,319
Adjustments to Salaries	323,551			
Faculty Salary Base	<u><u>\$21,801,010</u></u>			

a) This figure is the beginning faculty salary base for 2001-2002.

b) The figure in column 2 represents the without-benefits portion of the faculty promotions. The accompanying 16-percent estimate for benefits is shown in column 3. The Board of Trustees approved up to \$250,000 for promotions. Promotions equaled \$70,099 plus benefits of \$11,216 for total of \$81,315. The balance of the funds approved for promotions \$168,685 were allocated to replenish the faculty salary adjustment pool used for retention and grievance allocations, plus benefits.

c) This figure represents the additions to faculty lines through the equity process approved by the Faculty Senate.

d) This figure represents the additions to faculty lines upon approval by Board of Trustees to expand the faculty salary scale to G/S 33.3.

e) This figure represents the additions to faculty lines for grievance settlements.

f) This line reflects adjustments to faculty lines in accordance with university retention policy (2-2.48).

g) This line reflects the balance of the funds allocated to replenish the faculty salary adjustment pool (see b).

	Salaries	Adjustments to Salaries	Estimated Benefits	Total
	<i>(Excluding Benefits)</i>	<i>(Excluding Benefits)</i>	<i>(Additions to Benefits Pool - Equals 16 Percent of Adjustment to Salaries)</i>	<i>(Salary Plus Estimated Benefits)</i>
a) 2001-2002	\$21,477,459			
Across the Board		\$0	\$0	\$0
b) Promotions		70,099	11,216	81,315
Merit		0	0	0
c) Equity (using CUPA Benchmarks)		108,034	17,285	125,319
d) Scale Adjustment		8,367	1,339	9,706
e) Grievances		7,227	1,156	8,383
f) Retention Funding		5,940	950	6,890
g) Faculty salary adjustment pool		123,884	19,821	143,705
Administrative Stipends		0	0	0
Sum of Changes		323,551	51,768	375,319
Adjustments to Salaries	323,551			
Faculty Salary Base	<u>\$21,801,010</u>			

a) This figure is the beginning faculty salary base for 2001-2002.

b) The figure in column 2 represents the without-benefits portion of the faculty promotions. The accompanying 16-percent estimate for benefits is shown in column 3. The Board of Trustees approved up to \$250,000 for promotions. Promotions equaled \$70,099 plus benefits of \$11,216 for total of \$81,315. The balance of the funds approved for promotions \$168,685 were allocated to replenish the faculty salary adjustment pool used for retention and grievance allocations, plus benefits.

c) This figure represents the additions to faculty lines through the equity process approved by the Faculty Senate.

d) This figure represents the additions to faculty lines upon approval by Board of Trustees to expand the faculty salary scale to G/S 30.3.

e) This figure represents the additions to faculty lines for grievance settlements.

f) This line reflects adjustments to faculty lines in accordance with university retention policy (2-2.48).

g) This line reflects the balance of the funds allocated to replenish the faculty salary adjustment pool (see b).

Exhibit C

Apparently there is a practice of not paying thesis committee members, other than chairs, for work during summer session, even when the thesis is submitted during the summer session. Could the Provost look into this issue and report back on CWU policy on this matter?

The code has:

15.20.D: Summer School Appointment

Load calculations shall be made in accordance with those applicable to the regular academic year per Section 7.20 of this Faculty Code, **provided that the supervision as chair of theses committees during summer session shall be remunerated according to the number of thesis credits generated by the faculty member during summer quarter and that the total summer school remuneration shall not exceed a maximum of fifteen (15) credit/contact hours (See Section 15.30.), and provided further that service on theses committees, other than as chair, shall be remunerated only if the thesis is submitted during summer session,**

And:

Sect. 7.20 Faculty Load - Instructional Faculty Members, subsection 4:

- (4) Individual study supervision (all courses titled thesis or equivalent and individual study [296, 496, 596]) to be remunerated with reassigned time as follows:
- (a) Undergraduate level - 8 student credit hours = 1 contact hour
Credit for reassigned time shall be counted only at the time that the grade sheet verifies the completion of the individual study. [BT Motion 00-43, 6/9/00]
 - (b) 500 level - 6 student credit hours = 1 contact hour
Credit for reassigned time shall be counted only at the time that the grade sheet verifies the completion of the individual study. [BT Motion 00-43, 6/9/00]
 - (c) 600-700 level (thesis or equivalent committee chair)- 3 student credit hours = 1 contact hour
During the regular academic year, reassigned time shall be accumulated and awarded when generated by the student's registration for thesis credit. **Summer thesis credit shall be remunerated according to the number of thesis credits generated by the faculty member during summer quarter, provided that total summer school remuneration shall not exceed a maximum of fifteen (15) contact hours.** [BT Motion 00-43, 6/9/00]
 - (d.) 599-600-600.1 6 thesis (or equivalent) committees = 1 contact hour (membership on thesis or equivalent committee other than chair).
Credit to be given once upon submission of thesis to the department (thesis advisor). If submission occurs during the academic year, credit for reassigned time will be granted; **if submission occurs during summer quarter, remuneration will occur, not to exceed a maximum of fifteen (15) contact hours.** [BT Motion 5932, 9/20/85] [BT Motion 00-43, 6/9/00]

FACULTY SENATE REGULAR MEETING
Wednesday, November 6, 2002, 3:10 p.m.
BARGE 412
AGENDA

- I. ROLL CALL**
- II. MOTION NO. 02-65: CHANGES TO AND APPROVAL OF AGENDA**
- III. APPROVAL OF MINUTES**
- IV. COMMUNICATIONS**
- V. REPORTS/ACTION ITEMS (20 Minutes)**

Chair

Motion No. 02-66: "Ratify George Drake, English, as a member of the Faculty Senate Academic Affairs Committee, replacing Robert Benton, English." *adopted*

Motion No. 02-67: "Ratify Phil Backlund, Communication, as a member of the Faculty Senate Ad Hoc Evaluation of Instruction Committee, replacing Terry Martin, English." *adopted.*

Faculty Senate General Education Committee

Motion No. 02-68: "Revisions to the General Education Program attached as Exhibit A."

VI. REPORTS/DISCUSSION ITEMS

- 1. CHAIR: (10 Minutes)**
- 2. CHAIR ELECT: (10 Minutes)**
- 3. PRESIDENT: (10 Minutes)**
- 4. PROVOST: (10 Minutes)**
- 5. FLEXIBLE SPENDING ACCOUNTS: Rich Corona, Vice President for Business and Financial Affairs (10 Minutes)**
- 6. SALARY BASE REPORT: Bill Bender, Chair, Faculty Senate Budget Committee, (15 Minutes)**
- 7. SENATE CONCERNS: (5 Minutes) Exhibit B.**
- 8. STUDENT REPORT: (5 Minutes)**
- 9. SENATE COMMITTEES (15 Minutes)**

Academic Affairs Committee: Susan Donahoe

Budget Committee: Bill Bender

Code Committee:

Curriculum Committee: Toni Čuljak

Development and Appropriations: Charles Li

Faculty Legislative Representative: James Huckabay

General Education: Steve Verhey

Personnel Committee: Rob Perkins

Public Affairs Committee/Council of Faculty Representatives: Daniel CannCasciato

VII. OLD BUSINESS

VIII. NEW BUSINESS

IX. ADJOURNMENT

*****NEXT REGULAR SENATE MEETING: December 4, 2002*****
BARGE 412

Exhibit A

General Education Program

General Education Program Mission, Rationale, and Student Outcomes Statement and Goals

The general education program offers our undergraduate students a liberal arts education in order to cultivate thoughtful and responsible, an education intended to help them become liberated, or free, persons able to make informed and enlightened choices, and citizens, prepare them for the world of work, and teach them to pursue knowledge for its own sake. In order to accomplish those broad goals, the general education program seeks to promote effective reasoning, broad and deep learning, and the inclination to inquire. We assume that a free and liberally educated person has the following:

basic competence in reasoning and communication;

Effective Reasoning

A comprehensive liberal education helps students to develop their abilities to recognize and to think clearly about important issues and questions. The ability to think clearly involves fluency in reading, writing, and oral communication, as well as mastery of the basic principles of logical, mathematical, and scientific reasoning.

an awareness of the wide range and variety of human knowledge, scientific, humanistic, and artistic, including an awareness of at least some of the best that the human spirit has yet achieved;

a sense of the interconnectedness of knowledge;

Broad and Deep Learning

A liberally educated person should possess a rich and broad fund of meaningful knowledge as well as the ability to compare and integrate new or different areas of knowledge in fruitful ways. To that end, the general education curriculum imparts a broad understanding of the various liberal arts and sciences and the ways that those arts and sciences evolve. In much the same way, the curriculum aims to foster an appreciation of diversity as a rich source of new ideas and opportunities for learning. Through such studies, students comprehend the interconnectedness of knowledge and the importance of integrating knowledge gained from disparate parts of the curriculum.

a critical awareness of the ways in which knowledge is discovered and created;

a sense of the ways in which knowledge must and does evolve;

The Inclination to Inquire

An education in the liberal arts fosters a student's commitment to seek out and acquire important knowledge and skills, both for the intrinsic value of this knowledge and skills and for the good they contribute to our common and individual lives. For this reason, a disposition to ask incisive and insightful questions is perhaps the surest sign of a liberally educated mind.

The general education requirement offers a basic knowledge of mathematics and the natural sciences, including laboratory experience, intermediate knowledge of at least one foreign language, the study of the humanities, the political, philosophical, and cultural history of world civilizations, and the foundations and principles of American society.

*This mission statement is informed by the standards promulgated by the American Academy for Liberal Education and by CWU's Mission Statement.

To these ends our general education program holds our students responsible for a high level of competency in the basic skills of reading, writing, speaking, and reasoning; it exposes them to a broad sampling of the range and variety of human knowledge and of the ways of knowing; and it attempts to instill a critical awareness of human knowledge and of its relationship to the human condition.

General Education Program Goals {Placed in section 5-11 of the *Central Washington University Policies Manual* by the Faculty Senate at its meeting on May 29, 2002.

1. Students will become thoughtful and responsible members of society and stewards of the earth.
2. Students will respect diversity of background, experience, and belief, and will value the different perspectives that this diversity brings.
3. Students will achieve fluency in reading, writing, oral communication, and information technology.
4. Students will master the basic principles of logical, mathematical, and scientific reasoning.
5. Students will develop an appreciation of the breadth and depth of scientific and humanistic knowledge.
6. Students will develop a sense of the interconnectedness of knowledge.
7. Students will integrate knowledge from diverse fields of study in order to solve real-world problems.
8. Students will become aware of the manifold ways that knowledge evolves.
9. Students will develop a disposition to ask incisive and insightful questions.

The following section (course criteria) was revised and moved to section 5-11 of the *Central Washington University Policies Manual* by the Faculty Senate at its meeting on May 29, 2002.

Course Criteria

Each general education course is expected to help our students to an informed and critical appreciation of the best and most valued creations of the human spirit. Each course is expected to engage the students in two different realms of knowledge:

The first realm can be called received knowledge, the accepted, standard, and conventional knowledge of the methods and matter of the field represented by that course.

The second realm can be called critical knowledge, which results from the critical examination of the field's received knowledge. This critical examination is from two main perspectives:

- i. the criticism of the field's received knowledge as viewed against the nature of knowledge and truth in general;
- ii. the criticism of the field's received methods and matter as viewed against the current human experience.

Each course is expected to address the following questions concerning received and critical knowledge:

1. What are the received methods and matter of the field?

How do practitioners in this field do their work? What skills and methods of reasoning define proficiency in this field? What skills and methods of communication are esteemed? What are the received informing principles of the field? What are some of the field's key findings and key works? Who are some of the field's esteemed figures?

2. ~~What is the critical knowledge of the field?~~

~~How was, and is, the knowledge defined, validated, and challenged? How can this field illuminate, and be illuminated by, the current human experience in all its diversity?~~

Rationale:

The proposed General Education Program Mission Statement was crafted by the General Education Committee starting in Spring of 2002, and approved in final form on October 25, 2002. The final version incorporates faculty comments solicited by e-mail last spring and at the General Education Program Faculty Development Workshop this fall. It has been available in draft form on the committee's web page since May 2002.

The proposed mission statement is based primarily on two sources: CWU's current University Mission Statement, and guidelines suggested by the American Academy for Liberal Education (aale.org).

The proposed mission statement:

- Reflects nationally recognized standards
- Articulates the goals of the General Education Program
- Minimizes jargon
- Is more easily understood by students and faculty
- Has been recognized as "more meaningful" than the current statement by faculty reviewers
- Will facilitate the committee's further efforts to improve the General Education Program

Exhibit B

Apparently there is a practice of not paying thesis committee members, other than chairs, for work during summer session, even when the thesis is submitted during the summer session. Could the Provost look into this issue and report back on CWU policy on this matter?

Daniel CannCasciato, Chair Elect

The code has:

15.20.D: Summer School Appointment

Load calculations shall be made in accordance with those applicable to the regular academic year per Section 7.20 of this Faculty Code, **provided that the supervision as chair of theses committees during summer session shall be remunerated according to the number of thesis credits generated by the faculty member during summer quarter and that the total summer school remuneration shall not exceed a maximum of fifteen (15) credit/contact hours (See Section 15.30.), and provided further that service on theses committees, other than as chair, shall be remunerated only if the thesis is submitted during summer session,**

And:

Sect. 7.20 Faculty Load - Instructional Faculty Members, subsection 4:

- (4) Individual study supervision (all courses titled thesis or equivalent and individual study [296, 496, 596]) to be remunerated with reassigned time as follows:
 - (a) Undergraduate level - 8 student credit hours = 1 contact hour
Credit for reassigned time shall be counted only at the time that the grade sheet verifies the completion of the individual study. [BT Motion 00-43, 6/9/00]
 - (b) 500 level - 6 student credit hours = 1 contact hour
Credit for reassigned time shall be counted only at the time that the grade sheet verifies the completion of the individual study. [BT Motion 00-43, 6/9/00]

- (c) 600-700 level (thesis or equivalent committee chair)- 3 student credit hours = 1 contact hour
During the regular academic year, reassigned time shall be accumulated and awarded when generated by the student's registration for thesis credit. **Summer thesis credit shall be remunerated according to the number of thesis credits generated by the faculty member during summer quarter, provided that total summer school remuneration shall not exceed a maximum of fifteen (15) contact hours.** [BT Motion 00-43, 6/9/00]
- (d.) 599-600-600.1 6 thesis (or equivalent) committees = 1 contact hour (membership on thesis or equivalent committee other than chair).
Credit to be given once upon submission of thesis to the department (thesis advisor). If submission occurs during the academic year, credit for reassigned time will be granted; **if submission occurs during summer quarter, remuneration will occur, not to exceed a maximum of fifteen (15) contact hours.** [BT Motion 5932, 9/20/85] [BT Motion 00-43, 6/9/00]



CENTRAL WASHINGTON UNIVERSITY

ELLENSBURG • LYNNWOOD • MOSES LAKE • SEATAC • STEILACOOM • WENATCHEE • YAKIMA

OFFICE OF THE PROVOST / SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS

Date: November 1, 2002

MEMORANDUM

TO: Faculty Senate

FROM: David Soltz, Provost/Senior Vice President for Academic Affairs

COPIES: J. McIntyre, President's Cabinet, Academic Affairs Council,
Academic Department Chairs Organization, Budget Office

SUBJECT: Faculty Salary Base

Section 8.30 of the Faculty Code calls for a yearly report to the Faculty Senate conveying information related to faculty salaries. This report conveys information related to the faculty salary base, the average salary of the university's tenured and tenure-track faculty, the disposition of all funds authorized and appropriated for faculty salaries, and funds paid to faculty from all sources. In response to requests voiced by faculty, I have included the mean and median salary for tenured and tenure-track faculty by rank in addition to providing the average salary of the university's tenured and tenure-track faculty as required by Section 8.30 of the Faculty Code.

Faculty Salary Base

The faculty salary base is the sum of the budget lines of tenured, tenure-track, and full-time-non-tenure-track faculty plus adjunct lines and phased retirees in the 2002-2003 baseline budget. The 2002-2003 faculty salary base at Central Washington University equals \$21,801,010. This reflects an increase of \$323,551 over the faculty salary base of 2001-2002, which totaled \$21,477,459. A 1.5% increase although the state allocated no new funds for salary increases for 2002-2003.

Average Salary of the University's Tenured and Tenure-Track Faculty

The average faculty salary of the university's tenured and tenure-track faculty can be computed two ways. One approach includes only tenured faculty and tenure-track faculty but not phased retirees. The second approach includes tenured faculty, tenure-track faculty, and phased retirees. Both figures are reported below.

- ◆ The average salary in Fall 2002 of the tenured and tenure-track faculty, excluding phased retirees is \$54,328.
- ◆ The average salary in Fall 2000 of the tenured and tenure-track faculty including phased retirees is \$54,038.

The HECB uses a third method of computing the average faculty salary for its yearly report to the legislature. That report also identifies a national percentile ranking for Washington's universities and The Evergreen State College. The HECB has used data from the Integrated Postsecondary Education Data System (IPEDS) reports. This data measures a different set of faculty from those used to compute the average salaries reported above.

The annual salary survey conducted by the U.S. Department of Education collects data regarding full-time instructional faculty. That set includes full-time tenured and non-tenured faculty, including lecturers. Faculty not included in the IPEDS data are (a) tenured and non-tenured faculty in positions less than full time, (b) librarians holding faculty rank, (c) coaches, and (d) exempt administrators with tenure. The table below reports the average faculty salary for the comparable set of faculty reported to IPEDS for Fall 1997, 1998, 1999, and 2001. The IPEDS faculty survey was cancelled for Fall 2000. The reporting method used for Fall 2000 was the American Association of University Professors (AAUP) faculty compensation survey. The AAUP collected faculty salary data in the same format as the previous IPEDS data.

Fall 1997	\$43,619
Fall 1998	\$44,666
Fall 1999	\$49,268 (48,939)*

Fall 2000 (AAUP)	\$50,978
------------------	----------

Fall 2001	\$51,803
-----------	----------

*Beginning with Fall 1999, faculty in International Studies and Programs were added to the list of faculty reported to IPEDS. Adding the International Studies and Programs full-time faculty creates an average faculty salary of \$48,939.

Mean and Median Salary of the University's Tenured and Tenure-Track Faculty by Rank

In response to requests for measures other than average salary, the mean and median salary for tenured and tenure-track faculty by rank included in the IPEDS data is provided in the tables below.

	CWU Mean Salary, Fall 2001	CWU Mean Salary, Fall 2002
Professor	\$61,991	\$62,268
Associate	\$50,903	\$52,057
Assistant	\$43,821	\$44,591

	CWU Median Salary, Fall 2001	CWU Median Salary, Fall 2002
Professor	\$60,120	\$59,535
Associate	\$49,365	\$49,860
Assistant	\$43,434	\$43,857

**Disposition of All funds Authorized and
Appropriated for Faculty Salaries**

Table 1, on the next page, reports the adjustments to the faculty salary base from the 2001-2002 faculty salary base. The Budget Office currently estimates benefits for new full-time faculty positions at 28 percent and benefits for new part-time faculty positions at 10 percent. When additional funds are allocated to existing positions, the Budget Office estimates the need for an accompanying increase to the benefits pool of 16 percent. In Table 1, the figures reported as "adjustments to salaries" (column 2) represent funding added or deleted from the existing salary lines in the baseline budget. Therefore, the benefits column (column 3) in Table 1 reports 16 percent of the amount showing on each line in column 2.

Progress has been made toward achieving the intent of Section 8.46 D of the Faculty Code through the equity distribution of \$125,319, including benefits, to increase the faculty salary base during 2001-2002. An additional \$450,000, including benefits, has been set aside for distribution according to the Salary Administration Board procedure during 2002-2003.

Table 1
Faculty Salary Base Report (2002-2003)
Central Washington University

	Salaries <i>(Excluding Benefits)</i>	Adjustments to Salaries <i>(Excluding Benefits)</i>	Estimated Benefits <i>(Additions to Benefits Pool - - Equals 16 Percent of Adjustment to Salaries)</i>	Total <i>(Salary Plus Estimated Benefits)</i>
a) 2001-2002	<u>\$21,477,459</u>			
Across the Board		\$0	\$0	\$0
b) Promotions		70,099	11,216	81,315
Merit		0	0	0
c) Equity (using CUPA Benchmarks)		108,034	17,285	125,319
d) Scale Adjustment		8,367	1,339	9,706
e) Grievances		7,227	1,156	8,383
f) Retention Funding		5,940	950	6,890
g) Faculty salary adjustment pool		123,884	19,821	143,705
Administrative Stipends		0	0	0
Sum of Changes		323,551	51,768	375,319
Adjustments to Salaries	323,551			
Faculty Salary Base	<u><u>\$21,801,010</u></u>			

a) This figure is the beginning faculty salary base for 2001-2002.

b) The figure in column 2 represents the without-benefits portion of the faculty promotions. The accompanying 16-percent estimate for benefits is shown in column 3. The Board of Trustees approved up to \$250,000 for promotions. Promotions equaled \$70,099 plus benefits of \$11,216 for total of \$81,315. The balance of the funds approved for promotions \$168,685 were allocated to replenish the faculty salary adjustment pool used for retention and grievance allocations, plus benefits.

c) This figure represents the additions to faculty lines through the equity process approved by the Faculty Senate.

d) This figure represents the additions to faculty lines upon approval by Board of Trustees to expand the faculty salary scale to G/S 33.3.

e) This figure represents the additions to faculty lines for grievance settlements.

f) This line reflects adjustments to faculty lines in accordance with university retention policy (2-2.48).

g) This line reflects the balance of the funds allocated to replenish the faculty salary adjustment pool (see b).

WASHINGTON FLEX

MEDICAL EXPENSE FLEXIBLE SPENDING ACCOUNT
OPEN ENROLLMENT OCTOBER 21 - NOVEMBER 30, 2002



Minimum Annual Deposit: \$240
Maximum Annual Deposit: \$2,400

What is a Medical Flexible Spending Account?

A Flexible Spending Account (FSA) is an IRS-approved, tax-free account that saves you money on eligible medical expenses. You authorize per-pay-period deposits to your FSA from your before-tax salary. Then, as you incur eligible expenses, you request tax-free withdrawals from your account to reimburse yourself. Establishing a Medical Expense FSA will save valuable tax dollars on eligible medical expenses.

FSA Guidelines:

1. The IRS does not allow you to pay your medical or other insurance premiums through your Medical Expense FSA.
2. You have a 90-day grace period (until March 31, 2004) at the end of the plan year for reimbursement of eligible Medical Expense FSA expenses incurred during the 2003 Plan Year.
3. You may not receive insurance benefits or any other compensation for expenses which are reimbursed through your FSA.
4. Expenses reimbursed from an FSA cannot be deducted on your federal tax return.
5. You may not be reimbursed for a service which you have not yet received.

Setting Aside Funds

Be conservative when estimating your medical expenses for the 2003 Plan Year. IRS regulations state that any unused funds which remain in an FSA after a plan year ends and all reim-

bursable requests have been submitted and processed cannot be returned to you nor carried forward to the next plan year.

Before setting aside money in a Medical Expense FSA for any surgical procedure (i.e. corrective laser eye surgery) to treat, cure or mitigate a specific medical condition, it is recommended that you complete all testing procedures and secure written approval as required by the healthcare provider performing your surgery. This must be obtained from your surgical healthcare provider prior to the commencement of the plan year in which the procedure is scheduled and performed. A change in your health circumstances that makes you an unsuitable candidate for a surgical procedure after the 2003 plan year commences will not permit you to reduce or cancel your Medical Expense FSA.

Availability

Once you sign up for a Medical Expense FSA, you don't have to wait for cash to accumulate to use your account. The maximum annual amount will be available throughout your period of coverage, provided the request does not exceed your annualized contribution.

Visit your Web site link for more details on rules governing your Medical Expense FSA.

Who is eligible?

Eligibility will be limited to employees of each institution classified by that institution as "permanent" and who are appointed for and expected to work for a minimum nine month period. Temporary or seasonal employees will not be eligible.

Under the Medical Expense FSA, you may be reimbursed for eligible expenses incurred by the following:

- yourself
- your spouse and
- your dependents. To qualify as a dependent, an individual must meet the following criteria:
 - a) the individual must be your relative or live with you for at least one calendar year
 - b) he or she must be a U.S. citizen or a resident of the U.S., Mexico or Canada and
 - c) you must have provided the individual with at least half of their total support and/or expenses during the past calendar year.

An eligible child of divorced parents is treated as a dependent of both parents. Therefore, either or both parents can establish a Medical Expense FSA.

Deductions will be set up and based on the number of payroll periods anticipated for each participant. Example: Deductions for a 12 month employee will be 1/24th of the total annual amount chosen by the enrollees. Deductions for a nine, ten, or eleven month employee will be 1/18th each pay period, etc.

Without an FSA: (Example)*

\$50.00	monthly budget for a medical expense
- 11.33	taxes on that \$50 taken from your paycheck
\$38.67	amount you have left for medical expense

With an FSA: (Example)

\$50.00	monthly FSA deposit for a medical expense
- 0.00	no taxes (no taxes on FSA deposits)
\$50.00	amount you have left for medical expense

*Based upon a 22.65% tax rate (15% federal and 7.65% Social Security).

Because the money you deposit in your Medical Expense FSA is deducted before taxes, the income you use for these expenses is ALWAYS TAX FREE.

Eligible Expenses

Acupuncture
Ambulance service
Birth control pills
Chiropractic care
Contact lenses (corrective)*
Dental fees*
Diagnostic tests-health screening
Doctors' fees
Drug addiction/ alcoholism treatment
Drugs (prescription only**)
Experimental medical treatment
Eyeglasses***
Guide dogs
Hearing aids & exams
Injections and Vaccinations
In vitro fertilization
Nursing services*
Optometrist fees
Orthodontic treatment*
Prescription drugs to alleviate nicotine withdrawal symptoms
Reconstructive surgery after mastectomy
Smoking cessation programs/treatments
Surgery
Transportation for local medical care
Wheelchairs
X-rays

* To be eligible for reimbursement, some treatments, prescription drugs or services deemed cosmetic in nature require written proof of medical necessity from your healthcare provider.

** Not all drugs requiring a prescription are approved by the IRS as eligible for reimbursement.

*** The effective date for glasses and prosthetic devices is the day the item is available to be picked up, not the date ordered.

Ineligible Expenses

- Insurance premiums
- Vision warranties and service contracts
- Most over-the-counter drugs and medical supplies (even if prescribed by your healthcare provider)
- Health or fitness club membership fees
- Cosmetic surgery not deemed medically necessary to alleviate, mitigate or prevent a medical condition



How to Request Reimbursement

To request reimbursement from your Medical Expense FSA, you must mail or fax a correctly completed FSA Reimbursement Request Form along with the following:

- a receipt, invoice or bill from your healthcare provider listing the date you received the service, the cost of the service, the type of service and the person for whom the service was provided

TAX-FREE MEDICAL EXPENSE WORKSHEET

Estimate your eligible, uninsured out-of-pocket medical expenses for the plan year, which is January 1, 2003 through December 31, 2003.

YOUR UNINSURED MEDICAL, DENTAL AND VISION EXPENSES

_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

SUBTOTAL

Estimated eligible uninsured medical expenses for your period of coverage during the plan year. Amount cannot exceed \$2,400

\$ _____

DIVIDE

by the number of paychecks with deductions you will receive during the plan year (24, 18).*

This is your pay period contribution*

\$ _____

- an Explanation of Benefits (EOB) from your health insurance provider that shows the type of service you received, the date and cost of the service, and any uninsured portion of the cost or
- if services could be deemed cosmetic in nature, then a written statement from your healthcare provider that the service was medically necessary will also need to be submitted.

Mail to: Contract Administrator
Fringe Benefits Management Co.
P.O. Box 1800
Tallahassee, FL 32302-1800

Fax to: 850-425-4608

Receiving Reimbursement

You should receive your reimbursement within 10 days from the time you mail your properly completed reimbursement request. To avoid delays, follow instructions for submitting your requests in the FSA sections to follow.

Direct Deposit

Enroll in Direct Deposit to ensure that your FSA reimbursement checks are automatically deposited into your checking or savings account. There is no fee for this service, and you don't have to wait for postal service delivery of your reimbursement (however, you will receive notification that the claim has been processed). To apply, complete the application form available from your **Enrollment Counselor**, or by calling FBMC Customer Service at 1-800-342-8017.

Where to Send Enrollment Forms:

Your completed, signed and dated enrollment form should be postmarked **no later than November 30th, 2002**. Mail to:

Enrollment Processing
FBMC
P.O. Box 1878
Tallahassee, FL 32302-1878

You may also fax the form to (850) 425-6220, Attn: Enrollment Processing by November 30, 2002.

FBMC Contact Information

Customer Service Web Address:

webcustomerservice@fbmc-benefits.com

Web Site: www.fbmc-benefits.com

Interactive Benefits Information Line:

1-800-865-FBMC (3262)

FBMC Customer Service: **1-800-342-8017**

Customer Service: **1-800-955-8771 (TDD)**
Monday through Friday, 4 a.m. to 7 p.m. PST.

Overview of the Flexible Spending Account (FSA)

How exactly does an FSA reduce my taxes and save me money?

- Without an FSA, out-of-pocket medical expenses that exceed 7.5% of an individual's gross income are tax deductible
- With an FSA (authorized under IRC section 125), money can be deducted from an individual's paycheck on a pretax basis to cover *all* out-of-pocket medical expenses, even if those expenses do not reach 7.5% of gross income
- With an FSA, both federal income tax and social security taxes are avoided on amounts deposited to the FSA
- Since lower Social Security taxes are paid, individuals may have very slightly lower Social Security retirement income
- This plan is similar to the Dependent Care Plan used to pay daycare expenses

What are out-of-pocket medical expenses?

- Copays, deductibles and uninsured out-of-pocket payments for medical, dental and vision expenses are eligible
- Examples of covered expenses include; office visit copays, deductibles, prescriptions, orthodontics, glasses and contacts, laser eye surgery, travel expenses for medical appointments, etc. (See IRS Publication 502)
- Eligible expenses for participants, as well as their spouses and dependent children qualify
- Expenses such as teeth whitening and cosmetic surgery are not "primarily for medical purposes" and do not qualify
- Expenses that are eligible to be paid for by insurance are not out-of-pocket expenses and cannot be claimed

How much will a person save under the plan?

- Federal income tax savings is usually 15% or 27%, depending on income, but can range from 10% to 38.6%
- Social Security tax savings is 7.65%, unless annual income exceeds \$84,900, then the savings is 1.45%

How much can / should a person set aside in an FSA?

- Under CWU's plan, the minimum is \$240 a year and the maximum is \$2,400 a year
- To avoid a forfeiture, individuals should set aside no more than they conservatively plan to spend on out-of-pocket medical, dental and vision expenses during the year
- Individuals who pay less than \$240 a year for out of pocket medical, dental and vision expenses should not enroll
- Money left in the account at year-end cannot be carried forward or refunded and is lost. "Use it or lose it."

What is the claims process?

- Mail or fax to the vendor a claim form, bill or receipt, and insurance payment statement
- The vendor process claims daily and participants should receive payment within 10 days
- Participants have a choice of direct deposit or having a check mailed to their home
- Expenses must be incurred between 1/1 and 12/31 of the plan year, and claims submitted by 3/31 of the following year

Why is this plan being offered only to CWU, UW and WWU employees?

- The universities have been asking the state to offer an FSA for several years
- Implementing such a plan on a statewide basis required more resources than the state was able to commit
- The Health Care Authority agreed to allow universities to go forward as a pilot, with other agencies being included over the next several years. Constraints on payroll systems made some universities unable to implement so quickly.

Who administers this plan?

- Through a competitive bid process, the state selected Fringe Benefit Management Company (FBMC) out of Florida
- The vendor, FBMC, charges a fee of \$4.25 per participant per month
- CWU has elected to pay the fee for participants in 2003 and will reevaluate each year of the pilot
- After the pilot, when the state offers the plan to all employees, the state will determine who pays the fee

When can individuals enroll in the plan?

- Enrollment forms must be received in the benefits office or mailed to the vendor by 11/30 for 2003 participation
- Once enrolled, individuals are committed to make deposits for the whole year. Mid-year changes in deduction amounts are only permitted if the individual experiences a "qualifying event," such as a change in family status.

Where can I get more information?

- From the CWU Human Resources home page, <http://www.cwu.edu/~hr>, click on News or Benefits to view the plan Flyer, Booklet, Enrollment form, Claim and Direct Deposit forms
- The vendor's phone number is 800 342-8017. Their web address is www.fbmc-benefits.com

ASCWU Online Course Reflections

Components:

Proposal

Item A: Nine Potential Sources of Validity for student rating of instruction.

Item B: Universities that currently have course evaluations.

Item C: University of Washington online example of evaluation.

Item D: Proposed questions for Professors.

Item E: Proposed student reflections.

Proposal

ASCWU Online Course Reflections

Purpose

The purpose of the ASCWU online course evaluations is to provide Central Washington University Students with a resource for choosing professors and courses. This project will allow students to gain an understanding of what to expect within a course thus maximizing their opportunities for success.

This project includes the following components:

- Creation of questionnaires
 - Course Reflections
 - Professor's Statements
- Establishment of a website so student questionnaires are available online.
- Construction of an online site that is easily accessible to students and provides the information that students and professors have contributed about each class.

Professor's statements and questioner:

The professors will be given a small questionnaire and the opportunity to craft a statement about themselves and the class. Observe attached copy for proposed questionnaires for professors. Item D

Student Questionnaire:

The student questionnaire asks the students questions about the course, their professors and themselves. It also gives them a chance to express their comments. Observe attached copy for proposed questionnaire for students. Item E

Construction of questionnaires website:

The intent is to make this website affiliated with the Central Washington University website. Only currently enrolled students will be able to fill out course reflections. Each student will be provided with only one reflection for each class. The intent is to make this a quick and easy task for the student.

Construction of a Course Reflection and Feedback Website:

This website will include all the collected data from students and faculty. It will illustrate and inform people of the results of the data in an easy to understand format. This will be available for all students and professors to view online.

Item A

NINE POTENTIAL SOURCES OF VALIDITY FOR STUDENT RATINGS OF INSTRUCTION

1. The positive and statistically significant correlation of student ratings with learning gains.
2. The unique position and qualifications of the students in rating their own increased knowledge and comprehension.
3. The unique position of the students in rating changed motivation (a) toward the subject taught; perhaps also (b) toward a career associated with that subject; and perhaps also (c) with respect to a changed general attitude toward further learning in the subject area, or more generally.
4. The unique position of the students in rating observable matters of fact relevant to competent teaching, such as the punctuality of the instructor and the legibility of writing on the board.
5. The unique position of the students in identifying the regular presence of teaching style indicators. Is the teacher enthusiastic; does he or she ask many questions, encourage questions from students, etc.?
6. Relatedly, students are in a good position to judge--although it is not quite a matter of simple observation--such matters as whether tests covered all the material of the course.
7. Students as consumers are likely to be able to report quite reliably to their peers on such matters of interest to them as the cost of the texts, the extent to which attendance is taken and weighted, and whether a great deal of homework is required--considerations that have little or no known bearing on the quality of instruction.
8. Student ratings represent participation in a process often represented as "democratic decision making."
9. The "best available alternative" line of argument.

This article was condensed from "Using Student Ratings in Teacher Evaluation," by Dr. Michael Scriven, Project Director, Teacher Evaluation Models Project, Center for Research on Educational Accountability and Teacher Evaluation

<http://eric-ba024.umd.edu/pare/getvn.asp?v=4&n=7>

Item B

Universities that already have a professor/ class evaluation system currently running online.

University of Arizona
University of Denver
University of Florida
University of Kentucky
University of Michigan
University of Oregon
University of Washington
Baruch College
City College of San Francisco
Harvard
Ohio State University
Mississippi state university
Northwestern University
Villanova University

These are just few of a wide range of schools that already have a current online evaluation. There are hundreds more school that either have an online evaluation or a paper evaluation or an are working on setting up a evaluation system. As you can't tell this list ranges from elite Ivy League school to major Universities to City Colleges



Item C

Environmental Health ENVH 570 A

Harvey Checkoway Professor SP02

Form A: Small lecture/discussion "22" surveyed "33" enrolled							
Question	Excellent	Very Good	Good	Fair	Poor	Very Poor	Median
The course as a whole:	18%	59%	23%	0%	0%	0%	3.96
The course content:	18%	55%	27%	0%	0%	0%	3.92
Instructor's contribution:	41%	45%	14%	0%	0%	0%	4.30
Instructor's effectiveness:	36%	55%	9%	0%	0%	0%	4.25
Instuctor's interest:	14%	50%	32%	5%	0%	0%	3.77
Amount learned:	18%	45%	32%	5%	0%	0%	3.80
Grading techniques:	18%	45%	32%	5%	0%	0%	3.80

For median calculation: 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor
0 = Very Poor

<http://www.washington.edu/cec/e/ENVH570A2083.html>

Item D

Questions for Professors

Professors:

The Associated Students of Central Washington University would like to know the faculty's expectations for each of their respective classes. These statements will be published with faculty and course reflections and displayed online. Our intent is to provide students with supplemental information pertinent to courses offered at Central Washington University which will encourage educated decision making in regards to schedule structure.

General course questions:

1. Is attendance considered as part of a final grade? YES / NO
2. General study expatiations include _____ hours weekly, outside of class, to enhance chances for success.
3. The typical class size will not exceed _____ students.
4. Books and materials typical cost (approximately) \$_____ for this class.
5. The number of TA's for this course are _____.

Questions 6 through 9 are intended to let students know what they should expect from this course before enrolling. This will encourage students to compare and contrast their learning styles with the teaching styles of prospective professors; consequently, an accurate pairing will allow the students to excel in the course.

On questions 6 through 9 please write in the percentage of each in the blank.

Example:

What type of exams do you give?

25 % Essay

35 % Short answer

15 % Multiple Choice

25 % True False

0 % Other _____



6. Generally what type of questions will students be answering on the exams?

- ☐ % Essay
- ☐ % Short answer
- ☐ % Multiple choice
- ☐ % True false
- ☐ % Other _____

7. What percentage of the following categories comprise the basis of and background for your exam questions?

- ☐ % Lecture
- ☐ % In class handout's
- ☐ % Homework assignments
- ☐ % Text readings
- ☐ % Other _____

8. What percentage of your daily in-class format consists of the following categories?

- ☐ % Lecture
- ☐ % Discussion
- ☐ % Video, slideshow's, etc.
- ☐ % Real life application
- ☐ % Other _____

9. When distributing final grades how do you account for student learning assessment?

- ☐ % Exams
- ☐ % Papers/ Reports/ Projects
- ☐ % Quizzes
- ☐ % Presentations
- ☐ % Speeches
- ☐ % In class work
- ☐ % Participation
- ☐ % Attendance
- ☐ % Homework
- ☐ % Other _____

Questions 10 through 11 are intended to familiarize students with their potential professors and potential courses' content. This will also allow professors to communicate information about their courses and themselves that they deem significant.

10. Please give us some information on your background. Example: Teaching style, personal interests, experience in the field, alma mate

11. Please provide a brief description of this course.

Comments

Item E

Student Reflections

Students:

This reflection is being conducted under the Associated Students of Central Washington University. These statements will be evaluated and then published with a similar faculty component and made accessible to students online. Our intent is to provide you the students with supplemental information pertinent to courses offered at Central Washington University.

Course:

Please read the statements below and then mark if you are in agreement in the middle or are in with the statement regarding your course.

	Disagree				Agree
1) The Course objectives were clear.	1	2	3	4	5
2) The Course was well organized.	1	2	3	4	5
3) This course challenged me intellectually.	1	2	3	4	5
4) The text books and readings in the course were useful.	1	2	3	4	5
5) The course objectives were met.	1	2	3	4	5
6) Amount of work required is appropriate for the credit hours.	1	2	3	4	5
7) I would recommend this course to others.	1	2	3	4	5
8) I felt that as a whole this course was good.	1	2	3	4	5

Student:

- 1) My overall GPA is. _____
- 2) Why did you choose to take this course?

____ Your major
____ Basic requirement

____ Your minor
____ Elective
- 3) My class standing is.

____ Freshmen
____ Junior

____ Sophomore
____ Senior
- 4) Average hours a week spent weekly on outside of class studies? _____

- 5) The final grade I expect to receive in this class is?
 __A__B__C__D__F

Please read the statements below and then mark if you are in agreement in the middle or are in with the statement regarding you.

- | | Disagree | | | | Agree |
|---|----------|---|---|---|-------|
| | 1 | 2 | 3 | 4 | 5 |
| 6) What you have learned in this class is important. | | | | | |
| 7) The intellectual challenge this course presented was high. | | | | | |

Professor:

Please read the statements below and then mark if you are in agreement in the middle or are in with the statement regarding your professor.

- | | Disagree | | | | Agree |
|--|----------|---|---|---|-------|
| | 1 | 2 | 3 | 4 | 5 |
| 1) The professor was accessible outside of class. | | | | | |
| 2) The professor was easily understood while lecturing. | | | | | |
| 3) The professor provided encouragement. | | | | | |
| 4) The professor clearly explained all concepts, ideas and theories. | | | | | |
| 5) The professor was genuinely interested in helping students understand and succeed in the class. | | | | | |
| 6) The professor's teaching techniques motivated you to learn and or get involved? | | | | | |
| 7) I would recommend this professor to others. | | | | | |
| 8) As a whole I felt that the professor was superior. | | | | | |

Comments:

Date: November 6, 2002

VISITOR SIGN-IN SHEET

Carolyn Wall

Please sign your name if you are not a faculty senator.